

# **ANALYZING STUDENTS' EXTERNAL PROBLEMS IN LEARNING ENGLISH**

(A Case Study in Office Administration Study Program at the Second Grade  
of SMK Muhammadiyah 2 Bontoala Makassar)

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## **ABSTRAK**

Penelitian ini dilakukan untuk menemukan (1) Faktor-faktor yang mempengaruhi siswa dalam belajar bahasa Inggris; (2) Faktor yang paling dominan yang mempengaruhi siswa dalam belajar bahasa Inggris, dan (3) masalah eksternal yang ditemui siswa dalam pembelajaran bahasa Inggris pada kelas SMK Muhammadiyah 2 Bontoala Makassar.

Penelitian ini menggunakan metode kualitatif dengan mengaplikasikan pendekatan grounded theory. Populasi pada penelitian ini terdiri dari tiga siswa kelas dua jurusan Administrasi Perkantoran pada SMK Muhammadiyah 2 Bontoala Makassar tahun ajaran 2017-2018, tiga orang tua, guru dan kepala sekolah. Instrumen yang digunakan dalam pengumpulan data adalah dengan menggunakan observasi dan interview.

Hasil penelitian menunjukkan bahwa faktor yang mempengaruhi siswa dalam belajar bahasa Inggris adalah (1) masalah pribadi; (2) kurangnya perhatian orang tua; (3) kurangnya media pembelajaran yang sekolah siapkan; (4) kurangnya dukungan dari lingkungan. Faktor yang paling mempengaruhi siswa dalam belajar adalah perhatian orang tua. Hal ini memiliki efek yang besar dalam keberhasilan siswa. Kemudian, masalah eksternal yang dihadapi oleh siswa dalam belajar bahasa Inggris adalah (1) masalah orangtua; (2) masalah sekolah seperti laboratorium bahasa Inggris, kebijakan kepala sekolah, ruang belajar, dan buku teks. yang terakhir (4) masalah lingkungan.

## **ABSTRACT**

*This study investigated students' external problems in learning English. The subjects of this study were three students, three parents, English teacher and school principal at SMK Muhammadiyah 2 Bontoala Makassar. Observation, semi-structure interview and teacher's document were the instruments in collecting the data and in analysing them, the researcher used open, axial and selective coding of the grounded theory approach. The findings of this study showed that the factors influence students in learning English are (1) personality problems; (2) Lack of parents attention; (3) Learning media that school prepare is low; (4) Lack of environment support. The most dominant factor that influence students in learning English is parental factor. It has a crucial effect in students achievement. Therefore, the external problems faced by students in learning English are (1) parental problems; (2) School Problems such as language laboratory, the policies of the principal, the classroom, the text books; and (4) Environmental problems.*

*Keywords : external problems, external dominant factor.*

## INTRODUCTION

The emergence of today's role of English as an international language makes English language education important in many countries. a number of schools in Indonesia ranging from kindergaten to university level which use English as the medium of instructions have increased gradually (Zacharia, 2000). Furthermore, the more of English courses rapidly increases as a result of high interest of people in learning English. As a result, English is viewed by many people in Indonesia as a requirement imposed by globalization (Yuwono, 2005).

In response to this international role of English language, ideally teaching and learning English should be matched with appropriate pedagogical approach. As McKay (2003) suggests, "teaching of English as an international language (EIL) should be based on an entirely different set of assumptions that have typically informed English Language Teaching (ELT) pedagogy". In other words, teaching and learning EIL should be different from teaching and learning of any other second or foreign languages.

Every subject in school curriculum has different objectives including English subject. But some students do not realize that learning English is really important in their life. It makes them demotivated in learning English. Lack of learners' motivation is believed as one of the primary problems of English language teaching, many of them take it as a difficult lesson to learn. As a result, they skip class, and when they attend the class, it is not because they want to learn English but likely because they fear of failure. Moreover, lots of them may lack of attention during class, chatting with classmates, doodling in their note books or gasp in their text book. In fact, English is either dominant language or second language of Indonesia's immediate neighbors such as Malaysia, Singapore, and Philippines.

Next, insufficient time is another problem in teaching English. The class-time is often very short; it is once a week. Moreover, inadequate resources and materials also bring complexity in English language learning. Resources and materials here refer to a wide range of objects that can be used for teaching such as models, cards, computers, sound labs, and so on. They play important roles during teaching-learning process, for they represent elements in the real words and are helpful to change something complex to be simple.

The other problems encountered in English language learning is the differences of students' learning style and social-economic structure of their family in their society or environment

which also plays important role to motivate them in learning English. The family has many functions in the society. It serves as an economic unit. It assumes responsibility for a small number of people as they move through life. Its most widely recognized function is the care and socialization because their influence begins very early in life. Although the family is supposed to care for socializing and optimizing the potential of children.

Children may be neglected. It has been generally observed that people are not equal in terms of status and achievements. The existence of many strata in the society is thought to be natural. Family's socio-economic status has a great influence to the students' attitude. (Maliki, 2009) emphasized that socio-economic status of a person affect his or her attitudes. These attitudes include: positive or negative attitudes towards academic, food, dressing, drug use and abuse and the group the individual belongs.

Teaching English as a foreign language at school in indonesia has some problems, such as individual differences, families and environments. There are lots of factors which affect English language learning both positively and negatively. Like that of the Administration Office study program at the second grade of SMK Muhammadiyah 2 Bontoala Makassar, this class has the lowest score of all study programs at the school, and according to the guardian explanation, some of students at this class work after school to help their parents. Therefore, the researcher makes this class a case of study. The research aims to identify the correlation between the low score and the after-school activity of the students. The study focuses on the external problems that might influence the students in English language learning such as school, family, and environment supports. Therefore, this research describes the external problems influencing students in English language learning in Office Administration Study Program at the second grade of SMK Muhammadiyah 2 Bontoala Makassar. In relation to the background above, the writer proposes research questions as follow:

1. What are factors that may influence students' in learning English?
2. What is the most dominant factor that may be faced by students in learning English?
3. What are the external problems in learning English?

## **METHODOLOGY**

### **Sample**

There were three students that become the researcher' subjects were class XI AP, which consist of 3 (three) students, they have the most serious problems and the lowest academic report when they were X grade in English language learning. Those subjects are : (1) Alya Mulyana, she is 17 years old, her mother's name is Zuhriah. She lives in Kandeana. She has one brother and two sisters. Her father left her a year ago. So, they live only with her mother and her siblings. (2) Farida, she is 17 years old. She lives with her aunt in Pasar Terong. Her mother lives in Malaysia and she does not know where her father is. Her aunt is Hj. Salmah. She is a seller in a market. They alive from her aunt sell income. and (3) Artanti, she is 17 years old. She lives with their family in Pasar Terong. Her father is a security and her mother is a housewife. They are six siblings. Four of them have gotten married but still live with their parents.

### **Data Collection**

The data for the study was collected through interview, classroom and home observation and teacher's document. The researcher verified conclusion about some factors influencing the students' problems in English language learning, by collecting data from observation and interview. Then analyzing all data by using open and axial coding, and the last was presenting data.

To obtain the data of this study, the researcher used data sources as data obtained from subjects, which consists of students, parents, teachers and principal. The data collection took place in the school and in the students' home.

In order to facilitate data collection in its processing, the researcher used the technique below:

#### **1. Observation**

The researcher used Observation methods to know external factors faced by students in learning English. the researcher observes, classroom in teaching and learning process, home's environment as the students daily activity.

#### **2. Interview**

The researcher did the interview with the students as the subject, their parents, teacher who teaches in their class and also the school's principal. Interview can examine attitudes, interests, feelings, concern, and values more

Language used in interviewing participants was Bahasa Indonesia to obtain a detail subjective description of the interviewees' own perspectives about their problems. In conducting the interview, the researcher applied semi structured interview.

### **3. Documents**

In addition to observe and interviews, informations had been gathered through documentary evidence. This third primary data collection technique was document. The researcher examined students' academic report document.

### **Data Analysis**

After collecting the data from the observation which it concluded of students' self report, class and home observation. Questionnaire, and interview, the researcher analyzed it using the grounded theory data analysis technique. There were three types or stages of data analysis in the grounded theory method. These stages were called open coding, axial coding, and selective coding.

## **RESULT AND DISCUSSION**

### **(1) Factor Affecting Students in Learning English; (2) The Most Dominant Factor Affecting Students in Learning English; and (3) External Problems Faced by Students in Learning English.**

Those research questions were presented and discussed in this chapter as follows:

#### **1. Factors that influence students' in learning English**

First of all, the researcher found the factors that influence students in learning English i.e.: (1) They had some personality problems as they could not arrange their time well between learned and worked. In addition, their time management was poor. (2) They lack of parents attention; their parents were too busy in working to fulfill their life. So, when they back to home, they feel tired, they can not control their children lessons anymore. (3) Another factors that influence students in learning English was learning media that school prepare. Learning media also plays important role in learning

because it can build up students' interest. (4) They lack of environment support. The learners' environment such as school and home do not give support in learning English; the languages used in a daily basis are only Makassarrese and Indonesia to communicate. Ironically, English is not widely spoken outside the class.

2. From the factors influence students in learning English above. It can be concluded that the most dominant factor that influences students in learning English is parents. It plays the most important role in students English learning because parental factor is the first education for everyone.

3. The external problems that can influence students learning.

The external problems that influence students learning namely : (1) Students' condition, Parents, School, and Environment. They also play crucial roles to influence the students English learning.

**a. The students' condition**

In this section the researcher described about the students' condition, which it consists of the students' self report, classroom observation, and English score from teacher. as illustrated below:

**(1) Self report**

Based on the students' self report, the researcher found 3 (three) students who have big external problems in learning English.

From the self reports above the researcher concluded that those three students who have external problems in English language learning, it was also supported by the students' record.

**(2) Classroom observation**

Based on the researcher classroom observation to students, the researcher concluded that the students (ALY, FRD, ART) lack of their consentraration in learning. They did not do their assigments, the did not follow their teacher instruction. They looked like have problems in learning.

**(3) English Score**

Based on the teacher interviewed and documents about students' academic record (raport) on English subject, the researcher found that ALY, FRD, and ART categorized as poor score, their English score was under the KKM, while the other

students had standard score (KKM) and some got more than (KKM) it means those three students have the biggest problems in learning English in their Class XI AP.

#### **b. Problems on the part of parents**

In this section the researcher discussed about Parental support. Parents are the first educational for learners. They spend much time at home, so if their parents do not give them much attention, it can be a problem for their achievement in their learning. Parents who does not give attention to their children will become the cause of students' learning problems. In the family there must be a good relationship between parents and children. Good relationship can give good support for children, of course the students achievement will improve.

Based on the interview with students and their parents, the researcher concluded that parents who have low support became a problem for learners in learning English.

These statements above showed, how parents' role in control and help their children in learning at home is so important. The students need attention from their parents to reach their achievement.

#### **c. The School**

In this section the researcher describes about the school condition, which it consists of school's facilities, the policies of government and the principal.

##### **a. The School's Facilities**

###### **1. Language Laboratory**

The language laboratory was used for classroom learning, because some tools like speakers, headset, and computer units were broken now. The school also did not have enough class for teaching and learning process, so the school make it as the classroom and all tools in the language laboratory had been kept and never used anymore.

###### **2. The policies of the Principal**

In 2008, the school built a language laboratory, but after building, the language laboratory just used two years because there were some broken tools. The language laboratory then never used around a year, finally the Principal changed it into Multimedia studio.

SMK Muhammadiyah 2 Bontoala Makassar was a vocational high school, so the school focuses on the major subject. Based on this statement, the principal decided a policy about all students should learn as they learn at industri. The major subject lab should complete. This decided ignore another subjects, firstly English language learning, it also needs laboratory to practice and interesting more.

### 3. The Classrooms

Based on the students' and the headmaster's interview the researcher found students complained about the weather and disturbance. In SMK Muhammadiyah 2 Bontoala Makassar, there were 3 (three) buildings with four floors, 29 rooms while the students amount were more than 1000. To anticipate this situation the principal decided to divide the large classrooms into two classrooms. There were three classes that changed into two classrooms, separated by using partition. Those facilities were not conducive for learning, so noisy there. The classrooms have to be comfortable to learn, so the students can concentrate in learning, if the classrooms were not comfortable make the learning process was not effective.

### 4. The Textbooks

In the school facilities observation, the researcher found that English textbooks for XI (eleventh) grade students were suitable with amount of students, but in fact the students must take turn in using the textbooks.

In SMK Muhammadiyah 2 Bontoala Makassar, the textbooks were allocated for students bought from the government's aid (Dana Bos), The textbooks in SMK Muhammadiyah 2 Bontoala Makassar can be used by students at school and also can borrow book at the library and bring it to home, but they forbid bring the textbooks to their home, it becomes a problem in learning and learning process at their home.

#### **d. Environment**

Based on the researcher observation, the students live in a dense area, where their environment was so crowded. In daily life, people used Makassarese and Indonesia to communicate each other. As ALY's environment, it was a dense area where the people always use makassarese to communicate, only some of their children study at



school, some stay at home and include to gang of motorcycle. Her Environment did not support to learn English. FRD and ART's environment, it was also crowded area because they live in Pasar Terong, people used Indonesian language to communicate because so many people came to the market. Their environment also cannot support students' English learning.

**e. Story Line**

In this session, the researcher presented students' condition based on finding analysis by using open, axial, and selective coding about some external factors influence students' in English language learning.

1). Students' condition caused by external factors

i. ALY

ALY's parents as classified poor family, her mother worked as house assistant, this condition made ALY must help her mother for paying her school fee, this condition made ALY cannot focus on her learning. ALY also never joined an English course. ALY's mother motivation was low because she was busy to work. Her mother worked alone to fund their four children. So, She must work harder, it made her attention to ALY's education was low. It made ALY's English language learning was uncontrol.

ii. FRD

FRD lives with her aunt, her mother was in Malaysia and her father never give information where he is. This condition did not give FRD enough attention, guidance, help or motivation from her parents. It was proved with after FRD back from her school, she helped her aunt to clean the house then entered to her room and played handphone till midnight. These condition made FRD sleepy at school and become a problem in her learning.

iii. ART

ART seldom did her English subject homework. She was too busy with her *Tapak Suci* activity. Her father is a security and should stay at the office twenty four hours. It made her parents cannot give motivation to ART in learning, they let ART did what she wants without asking her learning. when ART back from school she helped her

father to clean his father office. This condition made ART did not focus on her English language learning.

- 2). The most dominant factor from students' external problems in learning English was parent.

There were (4) four external problems faced by students class XI grade SMK Muhammadiyah 2 Bontoala Makassar. Those problems were; parents, policy of Principal, learning facility and environment. From the interview and observation result, the researcher found that the most dominant factor from students' external problems was **parents factors**. Family was the first education for children (kementrian pendidikan dan kebudayaan: 2018). Based on the theory, the researcher found that ALY, FRD, and ART, did not get good attention from their parents, because their parents were busy to work so they they did not give enough attention and motivation in their children learning.

## DISCUSSION

The discussion of this research deals with the interpretation of the findings derived from the result of the researchers' notes during the observation and interview. In this discussion part, the main points that will be explained are the external problems faced by students and the most dominant factor from students' external problems in learning English.

The first language laboratory, the researcher concludes that the language laboratory might also reveal as a factor influence students' external problems. It is stated in Berk, R.A.(2009) multimedia audiotory/verbal and visual/pictorial stimuli increase memory, comprehension, understanding, motivation, and deeper learning than either stimulus by itself.

Gage and Berliner (1992) stated that the lack of learning media makes the learning process become ineffective especially practicum subject. The lack of laboratory tools will occur students' difficulties in learning. Without supporting tools the students become passive and it possible to hamper students' learning problems.

There was no language laboratory used in SMK Muhammadiyah 2 Bontoala Makassar was an effect of building. The laboratory changed into classroom because the classroom was not enough and the tools were broken.

The principal also gave much attention to program study tools, so most of the schhol payment used to bought automotive and multimedia tools. Students at SMK Muhammadiyah 2

Bontoala Makassar seldom joined in English event. Consequently, it affects their motivation in learning English.



Figure 3. Principal Policy Effect

Hence, the researcher concludes that principal might also reveal as an indirect factor influencing in the students' problems. It was stated in Atmowardoyo (1999) that factors peripherally give contribution to students' success. Those were attitude, intelligence, parents' role, material design, school environment, and school policy.

The second was classroom condition can affect students in their English problems, as illustrated in chart 4

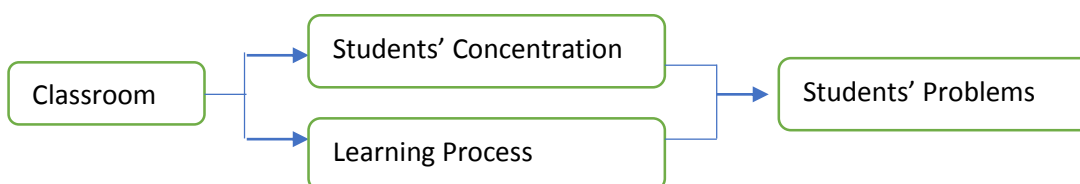


Figure 4. Classroom Effect

Classroom's condition can affect to students' concentration in learning and effectiveness of learning process, so the researcher concludes that classroom's condition might also reveal as an indirect factor influencing students in English language learning. It stated in Cash (1993) that a good school facility supports the educational enterprise. Research has shown that clean air, good light, and a small, quiet, comfortable, and safe learning environment are important for academic achievement. Without them, the English language learning can be a problem for students. And Harner (1974) concluded based upon an analysis of existing research that temperature above 74 F adversely affected reading and mathematics skills.

The third, researcher found low of parents' educational level, economic status, and job indirect caused problems to students' in English language. The parents who have low economic status cannot prepare learning tools for their children or makes their children must work for preparing their learning tools. Parents' job influence to their control to their children learning at home, as illustrated in figure 5;

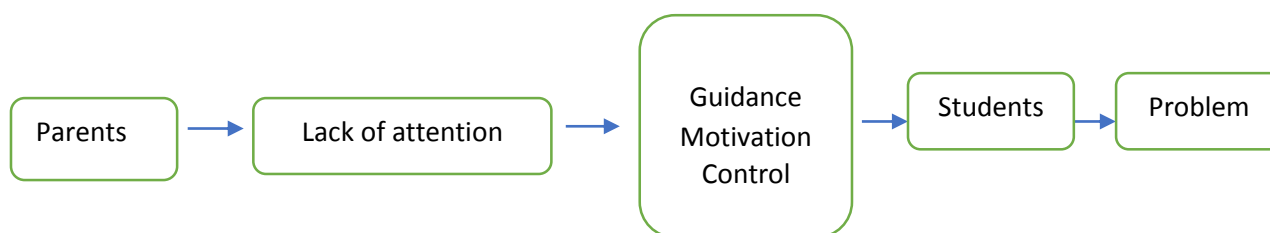


Figure 5. Parental effect

Therefore, the researcher concludes that parents might also reveal as an indirect factor causing students problems in English language learning. It is in line with Considine and Zappala (2002) who stated that parents attention was a key predictor of students' academic achievement. The lack of parents attention becomes a big problem for students.

Environment can cause the students' English learning problems. The researcher found that all of students never use English in their daily activities; it affects to their motivation in learning English, this condition causes problems to their English learning, as illustrated in figure 6;



Figure 6. Environment Effect

The researcher concludes that the environment might also reveal as an indirect factor causing students problems in English language learning. It is in line with Rubin (1975) identified aptitude, motivation, and opportunity as three factors that account for differential success in language learning. Spolsky (1989) stated that one factor can contribute to a successful learning of a new language was how often a person get the chance to use the language.

The environmental was one of the main factors causing students' problems in learning English, it can motivate and develop students' English learning or to do otherwise. Schuman (1978), showed that social and psychological distance exists and the speech of the second language learner was restricted to the communicative function.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the findings and discussion in a previous chapter, it can be concluded that the factors influence students in learning English are (1) personality problems; (2) Lack of parents attention; (3) Learning media that school prepare is low; (4) Lack of environment support. The most dominant factor that influence students in learning English is parental factor. It has a crucial effect in students achievement. Therefore, the external problems faced by students in learning English are (1) parental problems; (2) School Problems such as language laboratory, the policies of the principal, the classroom, the text books; and (4) Environmental problems.

### **Suggestion**

Based on this conclusion, the writer puts forward the suggestions as follows:

1. The parents should give attention to their children in learning, because family is the first education for children.
2. The teacher should organize workshops, seminar and symposium for parents where effective parenting will be discussed. Motivate students and make a supportive environment in learning english the english teachers should facilitate the students in practicing their english by establishing an english community in the school.
3. Principal should make a wise decision, school principal should pay attention to all aspects that can encourage students learning achievement, do not pay attention to one aspect only.
4. Students should learn more, help parents is an obligation but learn for the brighter future is also obligation for them. So, they should make their study and work balance.
5. For the next researcher to find out factors that can support and inhibit English learning.

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